

# PATHWAYS

VOL III

NOVEMBER 1981

No. 4

## Market-Day

(Malini Rajendran, who wrote 'Spot Tests for History and Geography' in the last issue of PATHWAYS, describes an interesting project to give children a practical experience in Mathematics.)

**The Aim of the Project :** To provide practical development of concepts of weight ; to train children in the correct use of money ; to provide opportunities to practise some basic mathematical skills.

**Target Group :** Children from Class III/IV onwards may be involved. One may also include children from higher classes who have difficulty in solving problems involving weights and measures or money, or are slow at some fundamental mathematical operations.

**Estimated Time :** From start to finish, *with the requisite planning done in advance*, the project may be completed in a half-day ; either the morning or an afternoon after school.

**Outline of the Project :** Children are taken to the market to make purchases according to a pre-planned list. Individual children do not handle money at the market. When their shopping is complete, they check to see if they have all the required items; add up the total of weights and return to school. At school, accounts are finalised and the balance, if any, can be collected. Payments at the market are handled by group leaders, designated by the teachers.

**Working Details :** Planning is important if this project is to succeed in an orderly manner and if it is to be completed in time.

The first preparatory step consists in informing parents about the project and seeking their co-operation. Each parent is to agree that his/her child will be permitted to carry out the shopping for the home on the appointed day. Green groceries provide a variety of items which children may buy. The weights required, as well as the prices vary enough for the children to obtain the mathematical practice desired.

The amount of money required by each child can be estimated by the parent and deposited with the teacher, before the market-day.

One day earlier, the child will bring from home a list of the vegetables he/she is expected to buy. This list is to be written neatly by the parent on a card made by the child. The list will be arranged with the quantities in decreasing order - that is largest amounts first on the list and the smaller amounts at the bottom. The children are to make handy-sized cards out of chart paper (perhaps in the craft class) and to each card attach a small pencil by means of a string. The size of the card should be small enough for them to carry it in their pockets at the market. The figures here give an idea of what will be recorded on these cards.

	Page 2	Page 3
MARKET DAY CARD	Fold here	Fold backwards to file between 1&2
NAME .....		
ADDRESS .....		
TELEPHONE .....		

Page 2			Page 3
QTY.	ITEM	AMOUNT	
1 kg	Potato	Rs. 1.60	Amount given to teacher
1 kg	Onion	Rs. 3.40	= _____
:	:	:	Total Cost of Vegetables
250 g	Tomatoes	Rs. 1.25	= _____
:	:	:	Balance = _____
50 g	Ginger	Rs. 0.50	Received balance of
:	:	:	Rs. _____ from
Total Weight	No. of Items	Total Amount	teacher
6.350kg	9	Rs.15.30	

Group leaders are to be chosen. These could be the children from higher classes who are participating. Each leader is responsible for supervising the purchase of one item in the market—say, potatoes, onions, tomatoes, ginger . . . and so on. They will be stationed at particular stalls at the market. Their job is to ensure that there is orderly behaviour at the stall and that each child makes correct entries in his/her card after making a purchase. These group leaders will visit the stalls a little earlier in the company of the teacher, and settle on the price of the item with the shopkeeper. This price is to be noted down on the group leader's card. As each child makes a purchase and leaves, the group leader notes down the name of the child, the amount purchased. At the end of the allotted time, the group leader will calculate the total weight purchased, the total cost, collect this money from the teacher and hand it over. He/she will check on the change received before leaving.

A sample of a group leader's card is given overleaf. On return to the school, the group leaders can sit together and draw up a detailed statement of accounts for the day. This will indicate the total quantity of each vegetable purchased, their prices, the total cost of each type and the total amount spent; the money received and the balance left.

At the market the students will buy each item, preferably in the order of their lists. The teacher may keep an eye to ensure that there is no undue crowding at any one stall. Before leaving the market, each child is expected to total up the *weight* of the vegetables purchased. On return to school, they will work out the costs, total up and find out how much balance is due to them. After checking the bill presented by each child, the teacher may initial it and return to the student the balance due to him/her.

Developing speed in calculation is as much a part of this exercise as the experience of visiting the market and buying things. All materials purchased, students' cards and group leader-cards must be put in place by the end of the day in a small display, which can be viewed by parents if they come in afterwards. Children must be well-briefed about the project before they actually go to the market. This is important if one is to avoid excitement and confusion at the spot. They should also know who the group leaders are and their responsibilities. Instructions about filling in cards as well as a practice session are necessary. The cards must be carried in shirt pockets and filled in as soon as purchases are made. If entries are made promptly there will be no problems in calculation and in giving back money. The need to behave in an orderly fashion, to avoid inconveniencing other customers and to behave courteously to the shop-keepers are also to be stressed while briefing the class.

As an added precaution, it may be as well to take the students in school uniform—if there is one. Parents might be requested to collect their charges from the school if possible, especially of the excursion is to be arranged after regular working hours.

## A PROJECT IN CLASS IX

Faced by three new sections I had a lot to do to establish the correct tone and relationship in order to draw out the best in the class. I noticed that the most diffident and passive were the students of class IX.

I started with an oral recitation test. The children were too shy to put expression into what they said. Some of them had rich voices and an obvious capacity to be expressive.

So a project had to be thought of; something that would bring the inhibited ones out of their shells and would involve everyone. A play, "The Stranger" from their text was taken. Every child in the class was given a chance to read a part. It took time but the children seemed to "come alive" and enjoy the work. Then the class was broken into four groups (the four houses) and the children were told that they'd be given two weeks to find and act out a short play and that every child would have to be involved in some way or the other. I helped the children and encouraged them wherever necessary. Soon the children began to warm up to the whole project. I spent time discussing it, pointing out

GROUP LEADER'S CARD		
Name: Sunil Chandra		
Item: Potato                      Rate: Rs 1.60 per kg		
QTY	NAME OF STUDENT	AMOUNT
2 kg	Mythili	Rs. 3.20
1 kg	Raman	Rs. 1.60
⋮	⋮	⋮
Total Weight	No. of Students	Total Amount
15½ kg	16	Rs. 40.80

errors and generally guiding them, being extremely careful to see that all criticism was constructive. The children were also told that they'd have to change their dresses; nothing elaborate, but certainly something meaningful.

At the end of the second week, it was found that the class needed more time for practice, so they were given one more week. During the last week the class broke up into four groups. In turn one group stayed in class and I watched and helped them. This gave the children the confidence they needed.

Three judges were invited and there was great excitement as the children performed on the final day. The result of the whole project was that it drew out many quiet children. Hidden talents were exposed and a new, rich relationship was established between me and the children. The winning group was given a red mark each as an encouragement and I congratulated the whole class for their hard work and the pleasant morning.

Mrs. N. David  
English Teacher  
Naval School  
Chanakyapuri, New Delhi

# SCHOOL SOCIAL WORK.

The post-Independence period has been a period of rapid changes in every sphere of activity in our country. The school system is both an agent of change and a product of several changes that are taking place in Society. In the urban areas there have been both quantitative as well as qualitative changes in the school system. There has been a phenomenal increase in the number of schools and in the number of children seeking admission. Children enter school at a much younger age and there is a larger number of girls in these schools. The changes in the quality of education are much more subtle although no less significant.

Any organized system presents certain lacunae and problems at any given point of time. There have been instances of individuals, institutions and organized groups who have responded to these challenges and have consciously tried to bring about changes from within the system. During the last eleven or twelve years there has been a new brand of professional called the 'Social Worker' who has emerged on the educational scene. A small band of such professionals called the School Social Workers Group came into being in the year 1978 at the initiative of the worker at St. Thomas' School.

The objectives of this group have been :

- \* to uphold and maintain certain essential standards of practice.
- \* to gain new strengths and insights by a mutual sharing of experiences.
- \* to strive to enhance the professional competence of new entrants and to groom them in a way which would enable them to function more efficiently.
- \* to share their professional, expertise with those individuals and institutions who ask for it.
- \* to develop appropriate field models of school Social Work which could be shared with professionals and the public.
- \* to focus its attention on those educational issues which need further clarification by means of seminars, workshops and conferences.
- \* to conduct structured programmes which are aimed at personal growth and development

of the different levels of personnel and groups in the school system.

During the brief span of its existence it has been active in conducting seminars and workshops on subjects of topical interest and relevance. With the introduction of class XII it initiated a Seminar (among thirteen schools) on "The Teenager—a Class-room Challenge". In the year 1980, in collaboration with the Vishwa Yuvak Kendra, it organized a series of workshops on SUPW for different levels of personnel in the educational system. A working paper entitled "Face to Face with SUPW" was prepared by the group. Significantly enough, people from the NCERT, CBSE, Principals, Officials of the Directorate of Education, NDMC and teachers were participants at the workshops. A beginning was made in exploring the possibilities and challenges of implementing SUPW in the predominantly urban day school.

The few models of S.U.P.W. which have been evolved could serve as guides for other schools.

The School Social Workers group is currently engaged in organizing an intensive orientation programme for student welfare workers who are working in N.D.M.C. schools. The programme is essentially designed to link performance of the staff to broad educational objectives and is aimed towards achieving personal growth and development.

Other programmes on the anvil include a few 'Demonstration Projects' to show how a definite shape could be given to SUPW in schools wherein the authorities have evinced interest in this educational innovation.

The School Social Workers Group is a voluntary body of about 13 Social Workers in Delhi and the official name of the group is the Sub-Committee on School Social Work of the Indian Association of Trained Social Workers. Presently the chair person is Miss Geeta Verma. She is on the staff of the Bharatiya Vidya Bhawan and the Secretary is Mrs. Sumati Ghosh who works at Springdales School, Pusa Road.

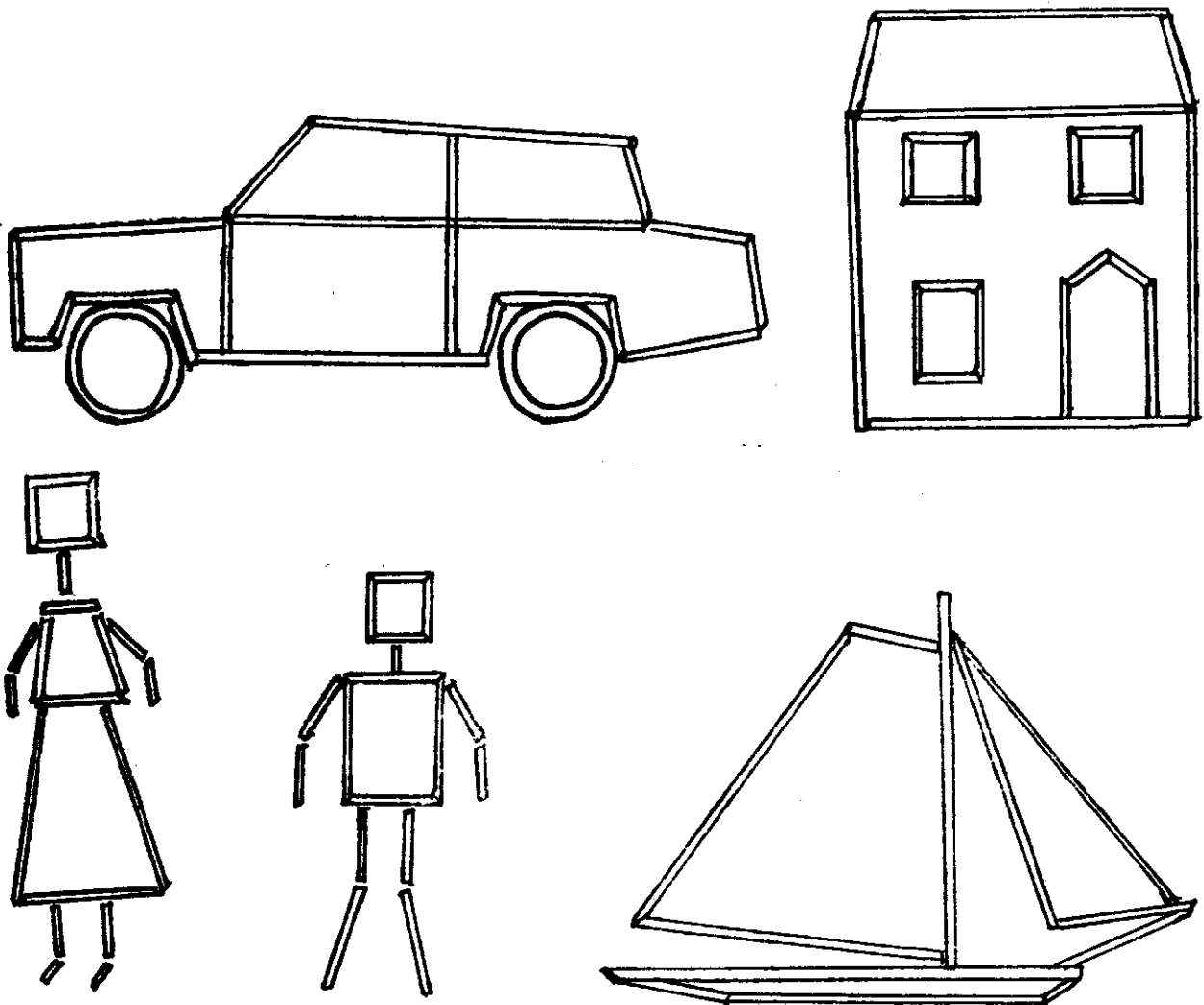
Mrs. Uma Subramaniam  
School Social Worker  
St. Thomas' School New Delhi

## CONTINENTAL JIGSAWS



Trace these jigsaw shapes and transfer them on to stiff cardboard. Primary school pupils can then spend an interesting time putting them together to form three continents. Each box contains the pieces for one of the continents. The world map in the atlas can serve as general guide to the shapes of the different land masses. This will also serve to fix in the pupils' minds the general outline of a continent, before they start practising free-hand drawing of maps.

## A NEW WAY OF USING DRINKING STRAWS



The pictures shown here give you some ideas about models that can be made by pasting drinking straws on a dark-colour paper or card background. Pastel paper, though a little expensive, can provide interesting colours to set off the white/yellow of the straws. They should be cut carefully to size and fixed in position with a strong adhesive—try Quickfix or Fevicol.

For a little variety, pipe cleaners may be used to make up the circles or other curved lines. These may also be painted or dipped in a dye.

Other models you might like to try—a tractor, a train, a bus, a road-roller, a wheelbarrow, trees, birds.....

# USING BEHAVIOURAL OBJECTIVES

by Jose Paul

Lakshmi has been teaching English to the eight-year olds for two periods. As a result of this lesson she expects something definite to happen. What? Certainly, one of her goals is to finish that particular lesson before the next test; but surely she has more to achieve. As a good teacher she realises that :

- \* education is a process that brings about desirable changes in a student.
- \* each subject or activity in the school curriculum contributes towards these changes.
- \* the changes are part of a continuous process that starts when the student enters school and continues even after he leaves.

The educational objectives that Lakshmi sets for each lesson spell out the changes that she wishes to produce in her pupils—changes in their knowledge, their skills and abilities, their interests, values and attitudes. In more technical language, these changes must take place in the cognitive, psychomotor and affective domains.

Let us suppose that the following represents a sample list of objectives for any one lesson.

1. The child will be able to recognise twenty new words in the lesson and state their meanings.
2. The child will be able to use at least fifteen of these words in simple sentences.
3. The child will be able to state the opposites of ten words in the lesson.
4. The child will be able to recognise the subject and the predicate in a simple sentence.
5. The child will be able to pick out the verbs (action words) in a sentence and recognise them as the predicate.
6. The child will be able to read the lesson aloud with correct pronunciation and expression.
7. The child will be able to re-tell the story to the class in his/her own words.
8. The child will be able to make up a simple story and relate it to the class.
9. Given a collection of jumbled sentences, the child will be able to arrange them in sequence.
10. The child will be able to work co-operatively with a group of students, so that they can help each other.
11. The child will appreciate one of the qualities (say, courage) depicted by the hero of the story.
12. The child will be able to judge the value of the story as applied to himself/herself.
13. The child will be able to answer simple questions relating to the text.

How does Lakshmi set about reaching these goals? She plans her teaching strategies so that the pupils are exposed to a variety of learning experiences, to which they react. Since the behavioural

changes are to be seen in the child, it is important for her to remember that these learning experiences are not the same as the content of the lesson or what she does in class. Some of her goals can be achieved through the content of the text-book (as is required by objective 13) but others such as story-telling or creating new stories can only be achieved by exposing the pupils to active experiences in the classroom. Objectives like working co-operatively with a group and helping each other call for giving the children opportunities to do just that in some classes. Possibilities for group work must be consciously thought of and tried out. Could, for example, the children work in small groups to list the difficult words in the lesson, find their meanings in the dictionary, re-tell stories, compose new stories, analyse sentences and carry out similar exercises in grammar? No doubt all these activities could be carried out individually and the teacher could correct the mistakes of each child; but involvement in group activity will lead them towards the goal set out in objective number 10, while also achieving some success towards other objectives.

Objective number 6 requires the children to read the story aloud in front of the class with correct pronunciation and expression. This clearly indicates that either the teacher or a competent student must read the lesson aloud first, stressing the correct pronunciation of new words and observing all the punctuation. Repetition of this, followed by practice on the part of the children must follow. If individual reading is not possible, perhaps this could also be tried out in small groups. Competent students could be permitted to help the less able ones. The ability to read with understanding and fluency is an important part of language experiences.

Learning and using new vocabulary (objectives 1,2,3) could be worked on in two ways. The teacher could dictate the list of words, their meanings and give sample sentences. A much better learning experience is one where the child is actively involved in seeking out the words from the text, finding their meanings in a dictionary, discussing their context with classmates in the group and then writing sentences on his own. Such activity sparks off interest and allows for much interaction and learning from each other.

Objective 4 will need initial explanation by the teacher, if the grammar is not already known. This must be followed by plenty of teacher-initiated discussion in the classroom. Objectives 6, 7 and 8 call for giving the children opportunities to talk in class. Apart from this particular skill that the teacher seeks to develop in her students, they gain immense self-confidence; learn the art of listening carefully and patiently. Objective 8 is aimed at developing imaginative and creative thinking in the children. One way is to ask each child to provide a sentence and thus build up the story. Small groups could brainstorm and produce lists of sentences based on a story outline and then select the most appropriate ones to compose their story. Achieving Objective 9, calls for much pre-planning on the part of the teacher; she needs to have many jumbled stories readily at hand to provide both variety and practice in the exercise.

The learning of any subject can be relevant or irrelevant to the child's own life. It can have an impact on the child's personal set of values, and produce changes in the affective domain. The teacher subtly helps the children in the process of clarifying their values; of imbibing healthy and positive attitudes from the many learning experiences they are exposed to. Discussions on the lesson can help project the values contained in it. Comparing and contrasting a number of other situations with which the children can identify themselves strengthens these values in them so that they become personal and internalised.



Thus, a teacher needs to provide many learning experiences of different kinds ; to accomplish a harmonious blend between the content of the text and the teaching methods used in order to achieve the objectives. These experiences must be organised in a sequence which helps the children to progressively reach higher and higher standards. A teacher is really a manager who makes successful use of resources within and outside the schools, plans clearly and imaginatively and thus leads his/her class towards the desired behavioural changes.

Is it adequate to set the educational objectives and manage the learning experiences ? How does the teacher find out if the students have actually reached the goals ? This calls for a careful evaluation which tells the teacher :

- \* whether the student has reached the objectives.
- \* whether the learning experiences provided to the student were suitable and adequate, or could be improved/changed.
- \* whether there is a need to revise the objectives themselves.

A variety of evaluation techniques must be used—written and oral tests, practical tests, observation of pupil behaviour and interviews, questionnaires and check-lists—in order that the teacher's assessment gives him/her a correct picture of the students' achievements. The written tests prepared by the teacher can be graded so that each objective is tested at varying levels of difficulty. For example, in Lakshmi's set of objectives, the first one calls on the student to recognise new words and know their meanings. Look at the three types of tests given below and observe how they become progressively more difficult.

"When I took leave of this island I carried on board, for relics, the great goat-skin cap I had made, my umbrella, and one of the parrots, also I forgot not to take the money I formerly mentioned, which had laid by me so long useless that it had grown rusty or tarnished, and could hardly pass for silver, till it had been a little rubbed and handled, as also some money I found in the wreck of the Spanish ship."

**TEST 1 :** Read the passage given and find the words which have the same meanings as the phrases given below.

- |  |                                     |
|--|-------------------------------------|
| i. land surrounded on all sides by the sea | iii. turn dark on the surface       |
| ii. things left from the past              | iv. what is left after an accident. |

**TEST 2 :** Match the words in column II with the meanings given in column I:

Column I	Column II
to be annoyed with someone	calm
cunning, sly	selfish
make no noise	brisk
active, agile, alert	cool
neither hot nor cold	silent
weak, helpless	artful
very ugly	angry
not excited, quiet	hideous
to think only of yourself	feeble

**TEST 3 :** Underline the word which has the same meaning as :

- wonder — roam, marvel, ordinary, expectation  
arrest — stand erect, listen carefully, take into custody, lock up  
exertion — effort, adventure, picnic, advice  
haste — jealousy, hurry, thin mist, lift with ropes

Objective 2 requires the students to use the new words in sentences. This implies understanding the meaning and the context in which they may be used. Here are four samples of tests :

**TEST 4 :** Match the following to form complete sentences :

- |                        |     |                               |
|------------------------|-----|-------------------------------|
| 1. The caretaker keeps | ... | in a grey coffin.             |
| 2. The choir sings     | ... | had a battle with guns.       |
| 3. They buried him     | ... | watch in the museum at night. |
| 4. Success depends     | ... | juice from oranges.           |
| 5. Mother extracted    | ... | carols at Christmas time.     |
| 6. The rival groups    | ... | on hard work.                 |

**TEST 5 :** Fill up the blanks using words from this list : inmates, fashion, depot, gorge, leash, mariner.

1. The Army's supplies are stored in a supply ————— .
2. It is the ————— to wear long hair.
3. We passed through a ————— between the mountains.
4. Those students are the ————— of the boarding house.
5. The man kept the angry dog firmly on the ————— .
6. The ————— was glad to be on his ship again.

**TEST 6 :** Replace the bold phrases and words with a single word :

1. The children threw **waste paper** all over the room.
2. The man was standing **all by himself**.
3. Mother keeps the soil in the flower pot **wet**.
4. The cat **made a humming sound** to show she felt happy.

**TEST 7 :** Use the following words in sentences of your own : link ; pompous ; scandal ; splash ; vapour ; trifle.

It might be said that the usage of new words could be tested orally in the course of conversation on carefully selected topics between the teacher and student. This would prove difficult to assess and may not be a truly objective assessment to the student's ability.

Objective 3 expects the student to show knowledge of 'opposites'.

**TEST 8 :** Fill in the blanks with suitable words :

1. He fell from the top of the stairs to the-----.
2. I like a soft pillow, but mother uses a ----- one.
3. My bag is ----- while yours is light.
4. The king is cruel to his enemies, but kind to his-----.
5. John wears a clean shirt to school, while George's shirt is-----.

**TEST 9 :** Match the words in column I with their opposites from column II.

**Column I**

praise  
arrive  
live  
laugh  
behave

**Column II**

die  
condemn  
misbehave  
depart  
cry

Objectives 4 and 5 require recognition of verbs, and the subject and predicate of sentences. In addition to sentences chosen from new sources, it might be a good idea to include some from the text itself. This provides a check on their recollection of the text. In addition these tests check the application of the principles of grammar.

**TEST 10 :** Pair the subjects given in column I with the predicates given in column II and write out complete sentences.

**Column I**

The bees  
The dogs  
The lions  
The ducks  
The birds  
The sheep

**Column II**

quack  
chirp  
bark  
bleat  
roar  
buzz

Slightly more complicated sentences of this type may be given :

**TEST 11 :**

**Column I**

The old baker  
The doctor  
The cat  
The driver  
A policeman  
This bicycle

**Column II**

looked at the traffic light.  
bakes delicious cakes.  
treats patients kindly.  
is not for sale.  
can see in the dark  
caught the thief.

**TEST 12 :** Rewrite these jumbled sentences correctly:

- |                                       |   |
|---------------------------------------|---|
| i. learning how was Margaret to knit. | iv. her cut has my tooth sister baby first. |
| ii. teacher listen did to not me the. | v. faithful man is the friend of a dog.     |
| iii. man very was honest the.         | vi. day was very it a yesterday warm.       |

**TEST 13 :** Divide these sentences into subject and predicate and write them in the two columns, as shown.

- |                             |   |
|-----------------------------|---|
| i. The baby slept.          | iv. The new king ruled wisely.            |
| ii. He accepted the gift.   | v. The boy made a stupid mistake.         |
| iii. You will win the race. | vi. Bob and Mary crossed the busy street. |

No.	Subject	Predicate
1.	The baby	slept

In such tests both familiar and unfamiliar sentences need to be included.

Objectives 6,7 and 8 cover important aspects of language teaching, but are difficult to test in written form. Correct pronunciation and intonation, fluency in speech self-confidence, self-expression and creative or imaginative thinking are best tested in action. The student could be asked to read out a passage, re-tell a story to a small group or create a small story for them. These aspects could be graded on a five-point scale as shown here. It is important that the teacher does not penalise grammatical errors and mistakes in pronunciation when grading the child for creative abilities or self-confidence.

**Pronunciation**

1	2	3	4	5
(below average)	(average)	(good)	(very good)	(excellent)

**Self-expression**

1	2	3	4	5
---	---	---	---	---

**Fluency in reading**

1	2	3	4	5
---	---	---	---	---

**Proper intonation**

1	2	3	4	5
---	---	---	---	---

**Self-confidence  
(to face class)**

1	2	3	4	5
---	---	---	---	---

**Creativity to compose new stories)**

1	2	3	4	5
---	---	---	---	---

Such grading gives the teacher and the student an indication of which areas of language learning need re-inforcement.

The test for objective 9 would obviously be made up of a collection of sentences which are to be re-arranged in the correct sequence.

**TEST 14:** Re-arrange these sentences to form a complete story.

- i. John wanted to know if he could light matches.
- ii. A box of matches lay on the table near his uncle.
- iii. He saw his uncle smoking a pipe.
- iv. John was a curious little boy.
- v. He picked up the matches and struck one.
- vi. He was standing near the nylon curtains in the living room.
- vii. A brave fireman rescued John.
- viii. He was careless and threw the glowing match near them.
- ix. The curtains caught fire and soon the whole house was ablaze.
- x. The fireman picked up John and carried him outside.
- xi. John's mother rushed to call the fire brigade.
- xii. John had to be admitted to hospital with burns.
- xiii. Luckily only John was hurt and the others were safe.
- xiv. He will not play with fire again.

Objectives 10,11 and 12 are difficult to test and yet every objective has to be measurable if it is to be of use. By carefully observing the children in a number of situations (within and outside the classroom), the teacher should be able to form some assessment of qualities like taking the initiative in group work, co-operation with others, acceptance of specific values and internalisation of the same. These may be marked on a five-point scale as explained earlier.

The last objective is easily tested both orally and in written tests. It is essentially a test of the recall type, which requires the student to remember facts learnt in the text of the lesson.

A teacher is rather like a gunner aiming at a target. He/she has to take into account many factors—the objectives and how easy they are to achieve, the variety of objectives; the textual material, teaching aids and other resources available; the previous knowledge of the children, their capabilities; the time available for her work. Keeping this in mind he/she plans the learning experiences for the children and guides them along. The teacher feels satisfied if all her students reach a mastery level set by the objectives. He/she should aim high so that at least 80% of the class reaches the required standards in 80% of the objectives set out for a lesson. There will always be the students who are exceptionally good and others who have great difficulty in coping with the work. However, it is a challenge that all of us must face boldly—for it is in seeing the end-products that we receive the greatest satisfaction of our professional careers.

### **SCHOOL LOAN KITS FOR BIOLOGY LESSONS**

The National Museum of Natural History in collaboration with the Educational Planning Group has produced three prototype school loan kits for the use of Biology teachers in the middle and senior classes. The three kits are based on

**Protozoa ; Molluscs ; Fossils .**

Each kit contains specimens and charts for use in the classroom, a Teachers Guide and questionnaires for the students. They are available on loan to schools in Delhi. Kindly contact the Coordinator, Department of Educational Services at the Museum (tel. no. 385849)

# An Experiment at St. Xavier's School, Delhi

We were first introduced to the idea of letting the children in our classes read at different levels, when we saw a multi-level reading kit, sometime in March 1981. The kit consists of one hundred folders each containing a passage to be read by the children, followed by some exercises and questions. These are designed to test the children's vocabulary, comprehension, grammar and skill in using words. They can usually be answered in single words or short sentences. The folders are colour-coded and divided into ten graded levels of increasing difficulty. This means that at each level there are ten folders.

A novel part of this scheme is the use of printed work-books by the children, wherein they can write the answers to the comprehension exercises and correct them on their own with the help of a key card. In addition each of these student records contains outline graphs where the students can fill in squares to indicate their achievement after each lesson. These enable us to decide when a student can be allowed to proceed to the next higher level.

Our initial reaction was one of extreme diffidence. How could we possibly handle a class of nearly fifty students, if each of them was reading something different? How could children of Class III be expected to draw graphs? How could we ensure that they did not merely look into the key cards and fill in answers? With much support and encouragement from our headmaster, Fr. Thomas, we started.

The first weeks were quite a strain. It took us almost three full weeks to test the children, using the testing or starter booklets provided, so as to ascertain their individual levels of competence. Here we came up against our first

surprise. Having been used to taking it for granted that every child could read one given English textbook, it was an eye-opener to find that we had some whose achievement was not even at Class II level, while a few others could confidently start at level 3 or 4. The class on the whole could read only at level 1 comfortably. The process of testing is certainly tedious as it involves taking small groups of children, administering one test after another until we find out their levels. To cope with the large numbers, additional testing booklets were bought by the school.

Even before the testing started, we enlisted, a colleague's help to teach the children about graphs. Although it is taught in mathematics somewhat later on, we found that with a simple explanation and a few examples, the idea could be got across quite easily to our students. Remember that they had just been promoted from Class II to Class III! They found it great fun to colour in the squares to show many correct answers they had.

Early in the experiment, we found the whole idea was an excellent way to let the children know that each one is only competing against himself. There were the usual calls of "Miss, he's cheating", "Miss, he looked into the card and wrote the answers!". Once it was made clear that there would be no comparisons drawn between the boys, this problem ceased.

With practice, the children have learnt to take or ask for a folder of the appropriate level. They now get on with their work in a brisk, business-like manner. When they have completed the exercises, they are free to take the key card from our tables and check their answers and fill in their graphs. Only then do they come to the teacher. They enjoy and understand

what they are reading and have a sense of achievement when allowed to go on to higher levels. Independent reading and writing strengthens their self-confidence and all of them have shown progress. Sometimes the brighter students are seen helping those who are less able. The clever children appreciate the challenge and take the initiative in looking up dictionaries and trying out additional exercises.

We asked two of them to give us their reactions :

"We improve our writing. We like to do builders (reading folders). We know some stories and we have to do questions. It is a new method of English. We do step by step."

—Vikas Nath, III-B

"When we do builders the main thing is to be honest. There are stories and questions. We have to answer these questions in a special book. Then we have to check the answers with a key card. There is a square beneath the lines where we write our answers. In the square we have to write our marks out of five. That is A part. The B part is out of twenty. We like the builders very much."

Prashant Sharma, III-B

Where we feel the need to do more, is with the children whose competence in English is inadequate. They too, are happy to be involved in the project, but are perhaps not gaining as much as the others. As the children do not read passages aloud, there is no opportunity to check on pronunciation, Oral work, answering questions, self-expression, conversation are other areas that have to be tackled by a language teacher. Group activities had not been taken up in the first term as each student was working

independently. Dramatisation of some passages could be attempted. As the emphasis in the comprehension exercises lies in understanding of the text, the children were inclined to ignore spellings and good handwriting. It was easy to copy the answer from the text and this meant that the spellings of new words did not have to be learnt.

The first six weeks (April to mid-May) were almost entirely taken up with our experiment in using the kit. Subsequently, when school re-opened in July, we took steps to remedy the situation. This term we use the multi-level reading kit for two periods out of a total of seven periods allotted to language teaching per week. The more able students who have reached level 10, now use the kit as a library and read those folders which they have not studied earlier. During the remaining five periods while we use the prescribed reader, we devise many additional extension exercises based on the text. Where formerly grammar and composition tended to be taught separately, they are now being incorporated with the reader. The children respond well and we find them doing far more than we anticipate.

The four teachers involved in the experiment have now got into the habit of consulting with each other regularly and frequently. We meet once a week, if not more often, to compare notes, plan work based on the reader and share ideas. This too has been a very positive outcome of our experiment.

Tara Saffir Monica De Souza

Mary Regis Jenny D'Souza

(The multi-level reading kit used in this experiment is available from India Publishing House, 30 B Prehlab Market, New Delhi-110 005. Write to them to find out about dealers in other cities.)

## CALLING HISTORY TEACHERS

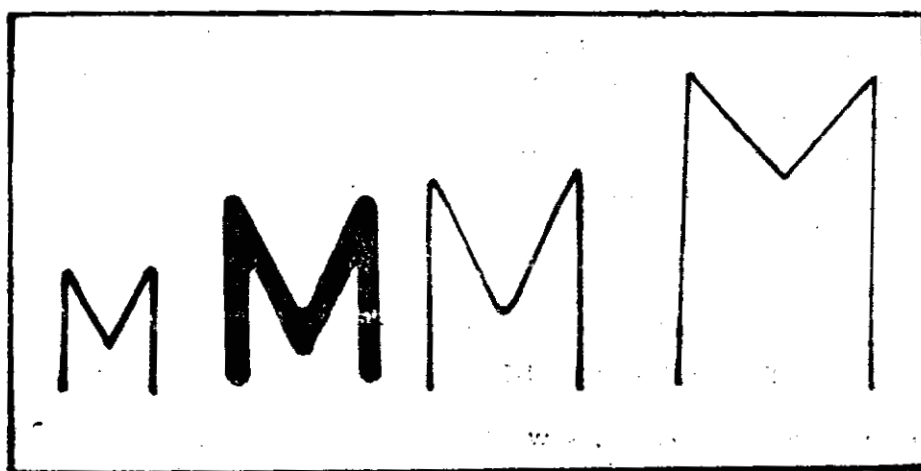
Are you planning to take your students (Class VI and above) to the National Museum, Janpath, New Delhi to see the exhibit on the Indus Valley Civilisation? A worksheet on this topic has been published by the Educational Resources Centre, New Delhi. Devised by teachers at the Teachers Centre, Springdales School, the worksheet is to be handed to individual students at or before they visit the museum. Students can then answer questions based on the archaeological artifacts displayed there.

Worksheets will be available in January 1982, at a moderate price, from The Teachers Centre, Springdales School and the Educational Planning Group.

# Some Tips About Making Charts

Every classroom usually has a wide variety of charts displayed on its walls. In the first years of school, these are made by the teacher and used as teaching aids. In older classes, pupils often make charts summarising lessons learnt during the year. It is worthwhile remembering a few points when making charts, in order to make them fully effective. The teacher could also discuss these ideas with students before they actually start work on their charts.

- \* Be simple and straightforward. Generally each chart should present only one main idea. The inclusion of too many details leads to overcrowding and prevents the viewer from concentrating on the important points.
- \* Use large bold letters. The taller the lettering, the thicker it must be in order to avoid looking spidery and amateurish. Choose a comfortable size of lettering.



It is now possible to buy plastic lettering stencils (two sizes of capital letters). The use of these makes a chart look neat and saves time.

- \* Drawing light pencil lines, with the help of a metre-ruler (borrow it from the laboratory, if you do not have one) keeps the writing on a straight line. This too contributes greatly to the overall impression created when the chart goes up on the wall.

If the captions involve writing more than a few words, you might like to use a running hand. This must be large enough to be read from a distance of about 30-50 cm. Here too, writing between two lightly-drawn pencil lines ensures letters of an even size.

- \* Arrange all pictures before starting to paste them. This will give you an idea of how the chart will look afterwards. Apart from being uncluttered, the positioning of the material on the chart should lead the eye to flow freely from one item to the next in the intended order. This may mean using lines or arrows to direct the eyes.
- \* Where a chart is expected to give a large number of details, it is helpful to use number or picture symbols and give a key which helps the viewer understand them.



- \* Use colour for specific purposes and do not use too many colours in one chart. Bright colours draw the attention of the viewer and need to be used carefully to give emphasis where it is needed.

A chart needs to give a pleasing, complete appearance. Often this is achieved merely by drawing a border around it.

- \* Select appropriate materials for the painting and lettering to be done on a chart. How often we see children spend hours on drawing thick letters and then filling them in laboriously with a fine-tipped felt pen! Thick felt pens help in putting in headings and captions quickly; alternatively a flat brush can be used. Long handled brushes are more easily controlled.

Cotton wool wrapped around a stick helps to colour wash large areas.

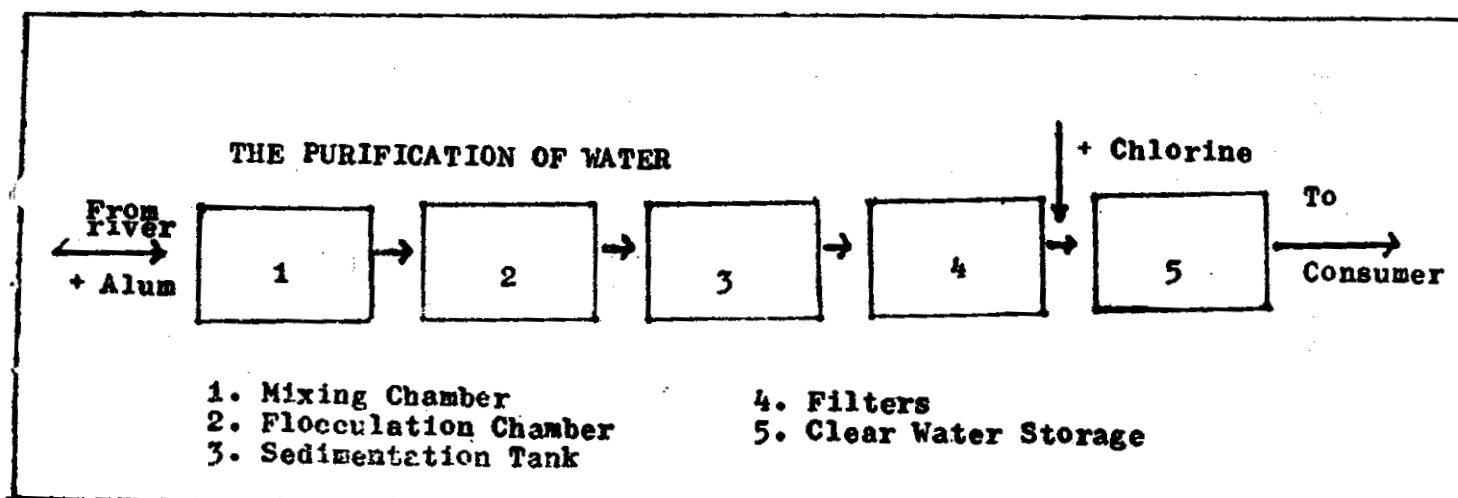
Use Indian Ink or waterproof poster paints for posters or charts that will be displayed outside, as felt pen ink will fade quickly in strong sunlight.

- \* The gum used should not show through the pasted material in dark patches.

Pencil work that needs to be rubbed out can be tackled after the ink or paint is completely dry. Use a clean eraser and rub it gently on the paper to avoid spoiling the art work. Remember that with some paints (which are semi-transparent) pencil lines will show through.

- \* Another point worth thinking about: should the chart merely reproduce a diagram or illustration found in the text-book on a larger scale? Can the same material be presented in a better, more striking manner, which will help the viewers remember the content better?

Charts can be of several types. Flow charts show a progression of ideas or events. Arrows and lines link the ideas or events and show their sequence. Often the events are written inside boxes to make them stand out better. The process by which soap is made; how water is purified, the way in which a country is governed, a family tree are some examples of flow charts.



Data charts are used to present information. This information needs to be carefully selected so that the facts and figures are truly relevant and are not too many in number. Data charts need not only be made up of rows and columns of figures. They could also take the form of bar or column graphs, pictographs and pie charts. The example shown overleaf gives information about different countries and also permits the reader to make comparisons between them.

# MAJOR EXPORTS/IMPORTS OF SOME COUNTRIES

	Wheat	Raw Cotton	Crude Oil	Steel	Tea
INDIA	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx	
U.S.A					xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx
U.S.S.R		xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx			xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx
U.K.	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx	xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx			xxxxxx xxxxxx xxxxxx xxxxxx xxxxxx

## KEY



Export



Import

When a teacher wishes to emphasise a point strongly, a set of contrasting pictures often helps—this is a compare and contrast chart. For example, one picture could show an untidy child while the other one shows the same child looking neat and clean. Another type of chart that primary teachers often use may also be of some use in higher classes. This is a flip chart. It consists of a number of pictures of the same size bound together in such a way that the teacher can turn them over while she is talking about them—rather like a calendar. In fact the reverse of calendar sheets are usually blank and can be used effectively in this way. Such flip charts may be used to illustrate stories in the primary classes. In higher classes, they could be used to present a sequence of events or ideas. It is important to show only one picture or idea on each page. For senior students the same idea can be converted into a strip chart, with the pictures placed one after the other in a sequence—rather like a comic. Charts can also be used to involve children in an experience like answering the questions of a quiz and looking for the solutions to mathematical problems.

Whatever kind of chart is used, it must be remembered that they are intended to be used and not only to serve as decorations for the classroom. In the middle and senior classes, one often finds that a chart attracts attention for about a week after it is put up and subsequently it is ignored completely. Apart from wall newspapers or magazines, the children rarely bother to look at the display. Obviously this means that the teacher should distribute the work of making charts so that every child participates, and something new goes up periodically throughout the year. To save on expenses both sides of the paper can be used where possible, and sometimes pictures with captions or headings written on strips of paper may be pinned directly on to display boards.

# इतिहास एक कहानी है

श्रीमती एस बास

सेंट जेवियर स्कूल, देहली

मैं सातवीं कक्षा की इतिहास भारत के नक्शे को सामने रखकर तथा चित्र दिखाते हुए कहानी के रूप में पढ़ाती हूँ। तिथि पर विशेष जोर नहीं देती हूँ। कहानी पूरे रस से सुनाती हूँ। छात्र उसी कहानी को नाटक के रूप में करते हैं जैसे 'पृथ्वीराज चौहान' 'रजिषा सुल्ताना' आदि। कहानी सुनाने के पश्चात् विशेष संकेत श्यामपट पर लिखती हूँ जैसे :—

- (१) जबचन्द और पृथ्वी राज चौहान में शत्रुता
- (२) जबचन्द का मुहम्मद गौरी को बुलाना
- (३) चन्द बरदाई और पृथ्वी राज का कंद होना
- (४) पृथ्वीराज का एक राजपूत योद्धा का आदर्श रखना।

पहले दिन इस प्रकार पाठ समाप्त होने के पश्चात् छात्र पाठ्य पुस्तक 'भारत का इतिहास भाग २ (मध्य कालीन भारत) लेखक के०जे० भटनागर से पाठ घर जाकर पढ़ते हैं। दूसरे दिन वही पाठ छात्र बारी बारी से कक्षा में पढ़ते हैं। पढ़ने में बहुत रुचि लेते हैं। अपनी कठिनाइयों को पूछते हैं।

पिछले वर्ष के छात्रों की फाइल दिखाकर उन्हें गृह कार्य में चित्र द्वारा चरित्र लिखने को प्रोत्साहित करती हूँ। कुछ छात्र चित्र स्वयं बनाते हैं, कुछ तस्वीरें काटकर चिपकाते हैं, कुछ किसी की सहायता से कार्य पूरा करते हैं। छात्र बहुत से पाठों में से यह कार्य फाइल में करते हैं। मैं सभी प्रकार के कार्यों की सराहना करती हूँ जिसमें उनके माता पिता भी

प्रसन्न होते हैं और अपने बालकों को इस कार्य में विशेष सहयोग देते हैं। किसी-किसी के कार्य से तो मुझे स्वयं अत्याधिक प्रसन्नता होती है। मैं एक कक्षा के छात्रों का फाइल का कार्य दूसरी कक्षा के छात्रों को दिखाती हूँ। सभी छात्र प्रतिदिन अपने कार्य में उन्नति करते रहते हैं। एक पाठ का सब कार्य समाप्त हो जाने के पश्चात् एक छोटी कक्षा परीक्षा लेती हूँ। हिन्दी में पढ़ाती हूँ परन्तु छात्र हिन्दी या अंग्रेजी में जवाब लिख सकते हैं।

संक्षिप्त परीक्षा—

१. वह एक मात्र स्त्री कौन थी जो दिल्ली की शासक बनी ?
२. वह किस प्रकार दरबार में आती थी ?
३. वह सफलता पूर्वक शासन क्यों न कर सकी ?
४. किसने उसके साथ विद्रोह किया ?

लगभग सभी छात्र इतिहास में रुचि लेते हैं, उत्साह से कार्य करते हैं। मुझे प्रसन्नता होती है कि लगभग सभी छात्र सफल होते हैं। अधिकतर छात्रों ने स्वच्छता तथा सुन्दरता से कार्य करना सीख लिया है। भाषा में भी सुधार हुआ है। छात्र अपने पूरे परिश्रम से अपने फाइल के कार्य को सुन्दर करने का प्रयास करते हैं। पाठ संरलता से मली-भांति समझ में आ जाता है, याद हो जाता है। मैं भी प्रसन्न होती हूँ कि मैं भी अपने कार्य में सफल हुई।

## बच्चों के विचार

“हमने इस बार राजपूत राजाओं, दास वंश के शासकों के बारे में विस्तार पूर्वक पढ़ा। हमने उनके रहस्य-सहन के तरीके, पहनावे के तरीके, उनके विजयों और हारों के बारे में पढ़ा। पढ़कर ऐसा लगता था मानों वह राजा सचमुच में हमारे सामने प्रकट हो गए हों।”

—Sandeep Butra, 7A

“इससे हमें एक अवसर मिलता है कि दादी जो की तंगकर पूर्वजों के बारे में कहानी वे बताएँ।

—Sukrit Chada, 7 B

बच्चों की Diary में Merit bar मिला और उससे विद्यार्थियों में नया जोश व उत्साह उमड़ गया।”

Deepak Jain, 7 A

“सारे प्रश्नार्थों को एक कहानी के रूप में समझाती है। इससे बच्चे इस विषय में ग्रीव रुचि लेने लगे हैं।”

—धरमेन्द्र सिंह चड्ढा, 7 A

“पूरी किताब एक लम्बी कहानी लगती है।”

—Sanjay Agarwal, 7 E

‘जब मैं छोटा था, तब मेरी मम्मी मुझे पुराने जमाने के राजा महाराजाओं के बारे में बताया करती थी। अब जब मैं उनके बारे में विस्तार से पढ़ता हूँ तो मुझे बहुत अच्छा लगता है।’

—Anulin Lyall, 7A

“इतिहास को पढ़ कर मैं सोचता हूँ कि यदि मैं उस काल में होता तो क्या करता। अपनी पूरी इतिहास की पुस्तक पढ़ चुका हूँ।

—James Sushil Lakra, 7 E

हम अपने आप को उस युग में अपनी जगह, अपना स्थान बना लेते हैं जहाँ वह बौर रहा करते जैसे मेवाड़, चित्तौड़। इस विषय को पढ़ते-पढ़ते हम थकते नहीं हैं।

—Rajesh Nagpal, 7 B

“उन्होंने इस साल हमें फाइल बनाने को दी जिसको बनाने में हमने बहुत सी बातें सीखी। हमने सफाई से काम करना और अच्छी लिखाई लिखना सीखा।

—Anurag Jain, 7 E

“She takes a lot of interest in different activities like making files which contain many photos of different kings from Prithviraj Chauhan to Timur. We have fun in the History period because our teacher teaches us in a dramatic way, which helps us in understanding. I go home and tell my mother about different kings because I don't have any brothers or sisters.”

—Md Azhar, 7 E

“It is nice to know about the times long ago, about the way of life and the sort of people. To me, as I read the lesson the story passes as a film or a movie in my mind. All the interesting people, the way they dressed, lived, ate, the sort of character they had and the sort of judgement they had is good to know.”

Vistasp Bhatnagar, 7 A

“In the Dussehra holidays our teacher asked us to make a pictorial album. I found the work very interesting and did it enthusiastically.”

—Chandrasekharan Iyer, 7B

“The wars and battles of olden times create a new thrill in us when we hear about them or when we read about them in books. We also feel an urge in us to be brave like our ancestral people and face difficulties as they come our way. Sometimes we even feel pity for them when we hear of how they lived, under what conditions they lived.”

—Mohan Varghese, 7 E

“History is a bore subject to some extent when you have to learn dates (only dates, nothing else).”

—Vineet Gupta, 7 E

“She told us about the kings in the form of stories, so that we were encouraged and had the desire to learn more. I took books from the library and was able to learn more about more kings.”

—S. Gokul Ram, J E

“This year we are doing History by the help of stories and diagrams as we never did before.”

—Rajesh Malhotra, 7 E

“As we do a lesson we make drawings, and all of us in class appreciate each other's works ... .. In the form of a story, our interest rises. We come to know about the monuments and buildings built by kings. We come to know about the habits, the wrong and good ways and styles of kings ... .. We get a lot of knowledge which we tell to our younger brothers and sisters.”

—Arvinder Singh Bedi, 7 E

“I enjoy reading History because it is just like a story and those stories are full of war, interest and excitement..... We learn about many brave kings and their brave deeds..... with the help of our teacher we organised some plays on many kings.

—Parmeet Singh Grover, 7 E

# इस्लाम धर्म की शिक्षाएँ

परमात्मा - अल्लाह एक है। श्रुतिपूजा पाप है। मुसलमानों को भाई-चारे से रहना चाहिए। गरीबों की दान देना चाहिए और नेक तथा ईमानदारी का जीवन व्यतीत करना चाहिए।  
प्रत्येक मुसलमान को निम्न कार्य करने चाहिए:

- (क) प्रतिदिन पाँच बार नमाज पढ़नी चाहिए।
- (ख) रमजान के महीने में रोज़ा रखना चाहिए।
- (ग) जीवन में एक बार अपने पवित्र तीर्थ मक्का अवश्य जाना चाहिए।
- (घ) शराब नहीं पीनी चाहिए और जुआ नहीं खेलना चाहिए।

उन्होंने सबसे बड़ी बात यह बताई कि इस्लाम धर्म के अनुसार सभी लोग खुदा के समस्त बराबर हैं और इसलिये उन्हें भाई-चारे से रहना चाहिए।

—Aditya Nath, 7 B

## अलाउद्दीन खिलजी



—Sandeep Batra

## मुहम्मद गौरी



—Tineesh Khan



—Vispy Bhatnagar, 7 A

# FREEDOM TO LEARN

—Excerpts from the report of the Working Group set up by the Central Board of Secondary Education to study the desirability of granting functional autonomy or experimental status to some schools.—

**“Freedom to experiment and innovate has repeatedly brought fruitful results”—Fr. T. V. Kununkal, Chairman, CBSE.**

- \* Areas in which a school can exercise its creative resources include curriculum improvement, evaluation, value education, educational management, non-formal education, vocationalisation and the establishment of useful and lasting links with the community in which it exists.
- \* While applying for autonomy, the school should carefully select the size and quality of the experimental status that it would like to involve itself in. Schools may offer one or more areas from those listed or may propose a new area for consideration.
  - (a) Developing a scientific (researched) system of internal assessment.
  - (b) Introducing a specially developed curriculum for more effective achievement of the goals in subjects which are important, but which pose special difficulty such as Physical and Health Education, Socially Useful Productive Work and Community Service, Education in Human Values ; scheme for adoption of a rural school ; or projects and programmes that give a social orientation to students.
  - (c) Accepting the basic syllabus of the Board, but adding enrichment courses in areas like Population Education, Productivity Education, Environmental Education, etc.
  - (d) While accepting the Board's syllabus and examination, developing specific approaches and methods (educational technologies) so as to improve significantly the learning effectiveness in specified subjects.
  - (e) Developing own syllabi and curricula in all the subjects for a whole stage, such as primary or middle or both, developing suitable educational methods and evaluation techniques and prescribing suitable books.
  - (f) Developing a qualitatively different syllabus in one or more subjects out of the Languages, Mathematics, Sciences and Social Sciences Groups for the Secondary stage (Classes IX-X) and holding own examination in that subject (s) in place of the Board's examination.
  - (g) Developing a vocational course, after sufficient market research and exploration of its job potential, and establishing active links with the industry/industries concerned.
  - (h) Developing own syllabi in the Secondary stage in all the subjects (within the Scheme of Studies of the Board) and holding own examinations in place of the Board's examinations, with certification from the Board.

For ( f ) and ( h )

The Autonomous Schools Committee will institute certain moderation procedures to ensure that the marking norms of the school do not vary in any significant measure from those of the Board vis-a-vis other schools. This is necessary in the interest of the school and of the students concerned.

- \* Among the staff, there must be a sufficient number, forming a core, capable and willing to do action research on various aspects of education. Mere paper qualifications are of little import here, unless they are combined with qualities of mind and heart, openness, team spirit and a climate and work ethos contributory to quality output. Again, mere good record of results in the public examinations is, in itself, no guarantee in this matter. A spirit of willingness to search and learn is more important.

## AN EXPERIMENT IN WRITING POETRY

### **—An Experience with Children of Class III**

The teaching of English Language can become an onerous task. The rules of grammar, the intricacies of comprehension do tend to become routine, and one has to find more interesting methods to develop language consciousness. Giving the children a topic and asking them to write on it does not excite them at all, in fact it very often is a 'stop signal' to their thinking machines.

One of my most rewarding experiences with primary school children was when after reading a book of verse by small children, I set about, though with much hesitancy, to introducing poetry writing in my class. A topic had to be found; one with which the children were familiar, which could arouse their imagination and heighten their sensibilities. Fairy—tales lead the children into a world of wishes, and they revel in thoughts of a fantasy world. So, our first topic was "I WISH!"

Now, no child had till now attempted poetry writing. However, to make them all comfortable, I read out some of the poems. To put them in the right mood, and to give a proper perspective, we first decided to write a joint poem—a poem by the children of class three. Each child would contribute a line. However certain rules were to be observed. First of all, no one was to consciously use rhyme. Children have a limited vocabulary and rhyme gets in the way. It stops the free flow of words and associations, and also tends to give the poetry a sing-song effect. Secondly, so that the poem had some form, the children would have to resort to repetition. Each line would begin with the words “I wish”. The children closed their eyes and thought. Then each wrote about her own wish. Finally, we had on the black-board a poem of fifty-two lines. Here, is an extract from it .....

I wish I were a horse with silky hair,  
I wish I were a coconut-tree, with hundreds of  
                                coconuts on me,  
I wish I were a robot, I would be cruel to all,  
I wish I was so strong that I could break a building in a second.

**I wish I was an aeroplane made of candies.**  
**I wish I was a witch with sharp nails, I could**  
**claw everybody.**  
**I wish I was the Taj-Mahal, everyone would look**  
**at me,**  
**I wish I was a sweet, and when people ate me I**  
**would bounce out of their mouths...**

The children were highly excited by now, and asked if they could write their own WISH poems. The results were extremely interesting.

I wish I were a watch, I would confuse the  
children going to school,  
I wish I were a mummy and would have twenty  
children.  
I wish I were a calculator that would give wrong  
answers,  
I wish I were a spring chair, and could throw  
people to the roof,  
I wish I were Lady Diana, then everyone would  
love me.  
I wish I were a foreigner, I would call the Indians  
'black dogs'.

The more intelligent ones had already graduated into rhyming with considerable ease as is evident in the next poem.

I wish I was an apple-tree and could give apples  
to everyone,  
I wish I was a fairy and my name could be Dodone,  
I wish I was a chair that could have hair:  
I wish I was an elf that had something to eat like  
a pair,  
I wish I was a book that had a thousand pages,  
I wish I was a mango tree that could live for ages.

For our literature we were tackling lessons which dealt with animals and forest-life. So we all decided to write a poem on this subject. The children paid special attention to words suggestive of forest-life. On the day of the poetry class, I asked the children to close their eyes and imagine themselves in a forest, to think of all the animals they might encounter, sounds they might hear, smells they might come across, or special feelings they might have. After sometime we

wrote these on the board, columnwise. This helped the children, as it widened their vocabulary. They were now ready to write their **FOREST POEMS!**

### THE FOREST

When I got lost in the forest I heard the wind  
whistling woooooowoo,  
And heard a cow mooing moooooooo,  
I heard the trumpeting of an elephant  
and the walking of an ant  
I heard the baaing of sheep  
and saw a monkey trying to go to sleep.  
I saw a peacock eating nuts,  
And a squirrel finding coconuts.  
I heard the gurgling of the water in the river,  
And the snarling of the tiger.

### THE NOISY FOREST

Kangaroos leaping,  
Animals sleeping,  
Lions peeping  
Trees creaking.

Lions roaring,  
Animals snoring,  
Elephants trumpeting,  
People hunting.

Birds tweeting  
Trees creaking  
Lions stalking  
Animals walking.

### THE DEEP FOREST

In the forest, I could hear  
The wisha-washa of the trees  
The hissing of the snake  
The roaring of the lion  
The boomboom of the hunter's gun,  
The trumpeting of the elephants.

In the forest I could see  
The birds flying  
The lion running after his prey  
The hippopotamus swimming  
In the forest, I was feeling

### FRIGHTENED!

The last poetic activity before school closed for the autumn vacations was on colours. Colours associated with things in daily life; or colour associations they wished to make or imagine. They might be seeing the world through blue-tinted glasses!

### BLUE

Blue is the colour of the moon  
Blue is the colour of the sky  
I ask WHY?

Blue is the colour of light  
Blue is the colour of the night  
Blue is the colour of the pot  
Blue is the colour of what not  
Blue is the colour of a man  
Blue is the colour of the fan  
They told me so.

### COLOURS

#### RED

Red is a poppy on its barley bed,  
Red are the clips on my head,  
Red is the school belt,  
So are our ribbons.

#### BLUE

Blue is the sky  
Blue is my pencil-box.  
Blue is the river, flowing by  
Blue are the ribbons I wear at home,  
So is the world outside.

#### GREEN

Green is the grass that grows on the hill  
Green is the margin in our books,  
Green is the board in our class,  
Green is the colour of the leaves  
So is the world underground.

### COLOURS

Blue is the colour of the sea,  
Blue is the colour I can see.  
White is the colour of some cars,  
White is the colour of the stars.

Pink is the colour of my key,  
Brown is the colour of tea,  
Black is the colour of the road,  
Green is the colour of a toad.

Brown is the colour of a mare,  
Black is the colour of my hair,  
White is the colour of a rabbit,  
Red is the colour of a carrot.

By now the children had got the feel of poetry writing and were looking forward to their next such class. Most gratifying of all was the fact, that even the weak children came alive and gave up work one never even expected them to.

Meera Joshi  
Convent of Jesus & Mary  
New Delhi

### YOUR ATTENTION PLEASE

**PATHWAYS** is issued four times a year—in February, April, August and November. The annual subscription is Rs. 6/- for all readers, both in Delhi and outside. Individual copies may be obtained for Rs. 1.50 plus postage. Please send your Money Orders to the Educational Planning Group, 4 Raj Niwas Marg, Delhi-110054.

Owing to frequent losses in the post, we have decided to post individual copies to teachers of Delhi Schools. When you renew your subscription, please make sure to let us have your correct residential address, including the Pin Code.

Contributions from teachers describing new ideas tried out, their problems and other experiences are most welcome. Please send them to me before the 20th of the preceding month.

— Gayatri Moorthy

Printed at : Adarsh Printers, Kotla Mubarakpur, New Delhi-110003      Phones : 624140, 693357  
for the Educational Planning Group, 4, Raj Niwas Marg, Delhi-110054.